

Colo High School Annual Report



2017



8526

Introduction

The Annual Report for **2017** is provided to the community of **Colo High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mark Sargeant

Principal

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Message from the Principal

Colo High School is proud to be a public, comprehensive, high school. We have a long and outstanding record of achievements in academic, cultural and sporting pursuits. We respect and value ourselves, others, our work and our environment. The students, staff, parents and community members of the Colo High School Learning Community have a shared vision of working together in a collaborative environment, ensuring quality educational opportunities and outcomes for all students. I certify that the information in this report is the result of a rigorous school selfevaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mark Sargeant

Principal

School background

School vision statement

Colo High School learning community comprising students, staff, parents and community members, working together in a collaborative environment, ensuring outstanding educational opportunities and outcomes for all students.

School context

Colo High School is a proud comprehensive high school. It is an ALARM school with an outstanding record of achievement in academic, sporting and cultural pursuits.

The school community is situated in the semi-rural Hawkesbury area and was established in 1978 – primarily through the initiatives of the community. This cooperation with the school community is symbolised in the Colo emblem, which is representative of the bonding of community, staff and students.

The School Plan reflects the necessity for Colo High School to embrace the future in developing a cooperative culture with its school community and a culture of excellence and lifelong learning within a happy and safe place environment. As a school community we believe in:

- Respecting ourselves and others
- Showing responsibility
- Valuing education and lifelong learning
- Valuing a safe and secure environment.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

- In the domain of **Learning**, the school is Excelling in the element Wellbeing. We are Sustaining and Growing in three elements. In the element of Student Performance Measures the school is operating at the Delivering stage.
- In the domain of **Teaching** the school is Sustaining and Growing in three elements. In the area of Professional Standard the school is operating at the Delivering stage.
- In the domain of **Leading** the school is in two elements. In School Planning, Implementation and Reporting and in School Resources, the school is operating at the Delivering stage.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

EFFECTIVE LEARNING

Purpose

Promote and develop a culture of high expectations from all students:

The development and implementation of coordinated learning experiences where every student is actively engaged in meaningful, challenging and future-focused learning. Particular emphasis will be on supporting student groups who are currently not achieving expected growth rates. Continued development and implementation of ALARM throughout all year groups providing scaffold based structures to support student achievement and academic growth. Trend data analysis of value adding from Yr 7 NAPLAN to HSC shows lower academic growth in higher ability students than in students of average or below average ability.

Overall summary of progress

80% of 12 Staff engaged with Lesson Study during the final two weeks of term 1. Feedback provided forms the basis of the 2018–20 School Plan. Overall, more than 90% of teaching staff participated during the year.

The number of band 6 results in the HSC was slightly up from 2016, and the number of different students attaining band 6 also increased. ALARM continues to be implemented across the school and the first cohort having exposure to the program for the full 6 years complete their HSC in 2018.

A Head Teacher, Teaching and Learning, has been appointed for 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
50% of staff will be actively engaging with lesson study by the end of 2016 and a minimum of 75% of staff will be actively engaging with lesson study by the end of 2017.	16 Days casual relief to facilitate lesson study 16 X \$450 = \$7200 (RAM)	<ul style="list-style-type: none">• Lesson Study again engaged with by Year 12 Staff during the Year 12 mid-course examination period.• Observation proforma and Teacher feedback reports prepared for first round of lesson study.• Lesson study Round 2 and Round 3 during Trial HSC and Year 11 yearly examinations.• Collation of Lesson Study data base by organising team.
Students achieve at or above expected growth of band 9 and 10 students in NAPLAN by 2017.	4 periods/FN allocation for ALARM coordinator (0.1) \$10,800 (RAM)	<ul style="list-style-type: none">• ALARM Team meetings, collection of data twice per term.• Head Teacher continue to drive ALARM faculty focus.
Double number of students attaining band 6 in the HSC by 2017.	N/A	<ul style="list-style-type: none">• Year 11 Crossroads and Study Skills workshops completed by 100% of Year 11.

Next Steps

The 2018–20 iteration of our school plan, will be informed by the 2015–17 plan, feedback and input from all stakeholders including staff parents and students. New improvement measures identified for 2018–20 include:

- Increase students in the top two NAPLAN bands by eight per cent (35.2% target – Premiers Priority).
- Increase the number of classes engaged with Bring Your Own Device (BYOD) by 100% in 2018 and by 50% for the subsequent two years.
- By 2020, more than 50% of student elective courses in Stage 5 will be project based.
- Between 2018 and 2020, increase the number of students attaining band 5 or 6 in the HSC by 20% each year.
- Halve the number of boys attaining E2 Mathematics ROSA grades by 2020.
- Increase numbers of students transitioning to trade apprenticeships.

Strategic Direction 2

STAFF LEARNING and LEADING

Purpose

Support and strengthen our strong culture of professionalism:

Strengthening of professional networks in our own learning community with a focus on high quality teaching practices. Developing Colo High School as a “centre for professional learning” where all staff are actively engaged with and supported in applying the professional standards in their teaching. Expertise is to be shared across schools and communities. Supporting accreditation and preparing staff to engage within the accreditation framework and support those who wish to seek Higher accreditation.

Overall summary of progress

All staff who work on site have a current Working With Children checks clearance

In line with the move towards all staff requiring accreditation from 2018, an accreditation coordinator has actively supported all staff to fully engage with the accreditation process.

Stage coordinators support staff in managing quality teaching and student monitoring processes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All Staff effectively engage with the Professional Teaching Standards Framework.	4 periods/FN allocation for accreditation coordinator (0.1) \$10,800 (RAM)	<ul style="list-style-type: none">• Staff maintaining accreditation at proficient are identified and supported.• Staff professional learning to prepare for accreditation cycle to commence for all staff occurred in 2017.• All staff have obtained Working With Children Check clearance.
Staff taking on leadership roles will increase by 50% by 2017 as compared to 2015.	4 periods/FN allocation for three (3) stage coordinators (0.1 x 3) \$31,200 (RAM)	<ul style="list-style-type: none">• Stage coordinators to complete first full year of student monitoring.• Innovations team supported creation of 2018–20 School Plan.• All relieving positions advertised on an EOI basis.

Next Steps

The 2018–20 iteration of our school plan, will be informed by the 2015–17 plan, feedback and input from all stakeholders including staff parents and students. New improvement measures identified for 2018–20 include:

- All staff will meet the requirements of their personal Performance & Development Plan each year.
- All staff have clearly defined and explicit role statements.
- All faculties work from and regularly evaluate teaching programs that meet the standard for registration
- All staff utilise technology in their administration and classroom practice.

Strategic Direction 3

COMMUNITY AND CULTURE

Purpose

Enhance our strong community image with effective communication practices:

Develop broader communication networks and systems to streamline work practices and promote individual and collective communication for the ongoing growth and development of the school. Maintain high expectations. Nurture and extend communications and interactions with our primary partners. This is indicated through a need to improve communications and the desire to strengthen ties with partner primary schools. Closer engagement with the whole community including the AECG and Aboriginal community.

Overall summary of progress

Sentral school administration software modules continue to be rolled out.

2017 saw further engagement with technology and, for example, our facebook page and schoolnews.com are now widely used for communication

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Sentral will be installed at the school and 100% of staff will efficiently use the technology in their administration.	4 periods/FN allocation for 2 Sentral coordinators (0.1 x 2) \$20,800.00 (RAM) \$10,000.00 allocated for purchase of Sentral platform	All teachers using daily noticeboard module. All teachers using PXP module. All teachers using reporting and mark-book modules.
100% of students and staff, and 75% of parents and community will engage with the Tell Them From Me survey.	Deputy Principal role	Over 70% of students completed the Tell Them From me Survey. Parent response to the survey increased by 50% from 2015.
The school will effectively engage with the community using modern technology.	Communication and social media coordinator 1 day per week \$20,800	schoolnews.com reached 700 email address membership in term 3. Facebook reached 2000 followers in December 2017.

Next Steps

The 2018–20 iteration of our school plan, will be informed by the 2015–17 plan, feedback and input from all stakeholders including staff parents and students. New improvement measures identified for 2018–20 include:

- 50% decrease in non-attendance rates of students with anxiety issues.
- SLSO's access and support 50% more students over the life of the plan.
- All staff and parents utilise Parent and portal by 2020
- Decreased numbers of negative incidents recorded on Sentral by 5% each year from 2018–2020
- 100% increase in the numbers of positive incidents recorded on Sentral each year from 2018 to 2020.
- In each year of the school plan, the year 9 NAPLAN and HSC results of Aboriginal students will match or exceed those of the rest of that school cohort.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background Equity Loading \$32,956.00	<p>Student Tutoring Program – more than 70% Aboriginal student participation.</p> <p>Spirit Week – all Aboriginal students present and participated with a non Indigenous buddy.</p> <p>AIME – 8 students and two staff members participated.</p> <p>School represented at AECG meetings</p> <p>Urban Challenge – All junior Aboriginal Students participated</p>
Socio-economic background	Socio Economic Equity Loading \$143,747.00	<p>SLSO staffing:</p> <p>Additional staffing has been utilised to provide extra support to identified students through in class support and withdrawal lessons.</p> <p>Additional resources were purchased to support the learning of students with disability or identified learning needs.</p> <p>Approximately \$15,000.00 was spent on student assistance in 2017</p>
Support for beginning teachers	Support for Beginning Teachers \$12,242.00	<p>Release from face to face staffing adjustment for 2nd year teachers (0.2 total)</p> <p>Professional Learning for beginning teachers</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	482	468	437	424
Girls	503	502	503	499

Colo has experienced a slight decline over the nominated four year period in both genders. This equated to a decrease of 58 male and 4 female students. Colo HS still attracts more female than male students. We anticipate that enrolments will grow over the next three years as significant building projects will increase the local population.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.2	92.8	91.7	93
8	89.7	90.2	90.3	90
9	89.3	86.6	89.1	87.8
10	88.9	88.1	85.2	85.7
11	86	88	85.2	83.3
12	90.6	87.4	89.5	88.3
All Years	89.6	88.9	88.5	88
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

At Colo HS, the management of non-attendance of students is carried out through a systems approach where every staff member has specific responsibilities. For example, classroom teachers mark the rolls each lesson using an element of the SENTRAL platform called 'Period-by-Period'. They are also the initial respondent for truancy identification and follow-up. Additionally, each teacher has the authority to initiate communication with parents/carers if they see any

persistent patterns of absence of students under their care. As follow-up, Head Teacher Administration monitors attendance patterns and involves the HSLO as required.

Overall trends in the school's attendance patterns compared to State data show that the mean deficit difference amounted to 1.7% below the State average. The greatest difference being in Year 11 where the difference was 4.9% below State average. However, when using the recommended NESA minimum attendance rate of 85%, none of our year cohorts fell below this standard.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0.53	10.09	5.45
Employment	3.19	34.86	5.45
TAFE entry	1.59	3.69	2.73
University Entry	0	0	50.9
Other	0	0	0
Unknown	0.53	10.09	5.45

Year 12 students undertaking vocational or trade training

TAFE Delivered

TVET Courses

14 students attended Western Sydney Institute TAFE TVET courses. As in the previous year, there was an increased interest in the Jackeroo/Jillaroo course.

TVET

Year 11

9 students completed TVET courses. Unfortunately one course was cancelled (Aviation) due to low applicant numbers. 4 of these courses were 240 hour Framework courses. 1 student undertook a 2 year Certificate III in Childcare and acquired a full-time traineeship by the end of her first year. 3 students who enrolled in TVET moved schools prior to or at the beginning of their courses 1 student left to complete full time Beautician training through a private college.

TVET Year 12

6 students continued their TVET Courses while 2 students added OTEN courses (Dental).

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, 104 students attained the HSC or equivalent qualification.

UAC and Other Tertiary Admissions:

1 student achieved the Western Sydney University Dean's Scholarship (\$20,000) and will be studying Zoology. The 2017 Year 12 cohort achieved 82 offers from 52 applications into university undergraduate degrees based on their university preferences. The range of selections was more diverse than in previous years including such courses as Food Security and Property Economics. Student preferences showed a dramatic shift back to WSU (25% in 2016) and a greater variety of choices spread over regional institutions such as University of Canberra for Science-based degrees, and specialized metropolitan universities such as SAE and Torrens. They included:

WSU – 51.2%, MAC – 7.31%, UOC – 7.31, UTS – 6.9%, UNE – 3.6%, CSU – 3.6%, ACU – 3.6%, UOW – 3.6%, SAE – 3.6%,

USYD – 2.4%, UNSW – 2.4% TORRENS – 2.4, ANU – 1.2%. In addition to successfully taking up these tertiary offers we had 4 students gained direct Early Entry to the University of Notre Dame.

Whitehouse Institute of Design:

Although only 1 student attended the Interior Design course at Whitehouse Institute of Design in Surry Hills, she achieved Student of the Year award. This was the second year in a row this has been achieved by a Colo student

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	47.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.3
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	12.37
Other Positions	1

*Full Time Equivalent

In 2017, there were no staff members who identified as being Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	27

Professional learning and teacher accreditation

In 2017 we have expanded professional support for the implementation of **lesson study** as learning and reflection tool for teachers via colleagues observing and providing collegial feedback on classroom pedagogy.

Greater than 85% of teaching staff directly participated in lesson study in 2017.

All staff have participated in mandatory training and all staff have updated their training/skills in:

- Anaphylaxis and asthma awareness
- Emergency care
- Child Protection and ‘Working with Children’ guidelines
- CPR and Senior First Aid training for relevant staff those responsible for excursions and sport.

The NSW Government Great Teaching, Inspired Learning (GTIL) reforms mean that every NSW school teacher needs to meet the Australian Professional Standards for Teachers. This includes, as of 1 January 2018, the need for all teachers to be accredited to continue, return to or start teaching in a NSW school. Teachers who started teaching from 2004 on have spent time on their ‘maintenance of accreditation’ that will include 100 hours of professional learning over each five year period. Those teachers who are pre2004 are ready for active participation in the accreditation process.

Colo High School continued to implement its Mentoring Program to support our early career teachers which, in 2017, included no permanent on probation teachers but did include 5 permanent and temporary teachers in their second year of service..

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Colo HS encourages the payment of voluntary contributions and has approximately 65% uptake of payment.

In 2017/18 Colo HS has spent significant financial resources on the physical upgrade of our school managed by Infrastructure NSW.

There is significant income and expenditure associated with numerous curricular and extra-curricular activities.

We have retained funds to ensure that we can support the introduction of the new HSC curricula as it is rolled out over the next few years.

Receipts	\$
Balance brought forward	487,292
Global funds	414,311
Tied funds	289,491
School & community sources	438,574
Interest	5,972
Trust receipts	27,450
Canteen	0
Total Receipts	1,175,798
Payments	
Teaching & learning	
Key Learning Areas	127,192
Excursions	128,688
Extracurricular dissections	147,596
Library	7,670
Training & Development	0
Tied Funds Payments	329,280
Short Term Relief	57,868
Administration & Office	120,620
Canteen Payments	0
Utilities	70,239
Maintenance	40,372
Trust Payments	31,685
Capital Programs	37,458
Total Payments	1,098,669
Balance carried forward	564,421

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,281,721
Appropriation	1,094,545
Sale of Goods and Services	10,242
Grants and Contributions	170,371
Gain and Loss	0
Other Revenue	5,522
Investment Income	1,043
Expenses	-640,911
Recurrent Expenses	-640,911
Employee Related	-214,294
Operating Expenses	-426,617
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	640,811
Balance Carried Forward	640,811

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	8,248,743
Base Per Capita	143,596
Base Location	0
Other Base	8,105,148
Equity Total	371,094
Equity Aboriginal	32,956
Equity Socio economic	143,747
Equity Language	0
Equity Disability	194,391
Targeted Total	60,700
Other Total	149,391
Grand Total	8,829,928

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. The minimum standard for Year 7 is Band 6 and for Year 9 is Band 8.

In the 2017 NAPLAN Literacy tests the following observations can be made for our Year 7 cohort. 24.3% of students scored in the top two performance bands in Reading, which was an increase of 2.4% across the period 2015–17. In the area of Writing, 9.5% of the cohort scored in the top two performance bands, which was a decrease 4% across the period 2015–17.

The same data for the Year 9 cohort of 2017 can be summarized as follows. 19.5% of students scored in the top two performance bands in Reading, which was an increase of 0.3% across the period 2015–17. In the area of Writing, 13.2% of the cohort scored in the top two performance bands, which was an increase 3.8% across the period 2015–17.

Percentage in Bands:

Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	3.2	14.7	26.1	31.9	19.8	4.5
School avg 2015-2017	2.3	18.3	25.9	31.6	14.0	7.9

Percentage in Bands:

Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	7.6	28.9	35.2	18.9	8.2	1.3
School avg 2015-2017	9.2	25.8	30.5	21.0	10.0	3.5

Percentage in Bands:

Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	2.4	21.3	25.6	31.1	11.0	8.5
School avg 2015-2017	4.1	19.2	28.2	29.2	12.8	6.4

Percentage in Bands:

Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	15.0	28.7	19.2	24.0	8.4	4.8
School avg 2015-2017	20.1	24.8	25.2	20.6	6.7	2.7

In the 2017 NAPLAN Numeracy tests the following observations can be made for our Year 7 cohort. 24% of students scored in the top two performance bands which was an increase of 2.8% across the period 2015–17. The same data for the Year 9 cohort of 2017 can be summarized as follows. 17.3% of the cohort scored in the top two performance bands which was an increase of 0.1% across the period 2015–17.

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	2.0	14.3	27.3	32.5	17.5	6.5
School avg 2015-2017	1.7	16.0	30.4	30.7	15.0	6.2

Percentage in Bands:

Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	0.6	11.7	38.3	32.1	13.0	4.3
School avg 2015-2017	1.2	17.6	37.6	26.5	12.7	4.5

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, the Colo HS NAPLAN results can be summarized as follows.

In the domain of Writing Year 7 (2 in number) no student performed in the top two performance bands. Over the period 2015–17 we have only had 1/15 Aboriginal students in this age group perform to these bands. In the domain of Reading Year 7 students (2 in number) no student performed in the top two performance bands. Over the period 2015–17 we have only had 3/15 Aboriginal students in this age group perform to these bands. In the domain of Numeracy Year 7 (2 in number) 0 student performed in the top two performance bands. Over the period 2015–17 we have only had 1/15 Aboriginal students in this age group perform to these bands.

In the domain of Writing Year 9 (6 in number) no student performed in the top two performance bands. Over the period 2015–17 we have only had 1/23 Aboriginal students in this age group perform to these bands. In the domain of Reading Year 9 (6 in number) 1 student performed in the top two performance bands. Over the period 2015–17 we have only had 3/23 Aboriginal students in this age group perform to these bands. In the domain of Numeracy Year 9 (6 in number) no student performed in the top two performance bands. Over the period 2015–17 we have only had 4/23 Aboriginal students in this age group perform to these bands.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	73.1	68.8	68.1	71.8
Biology	70.5	72.2	70.9	71.6
Business Studies	70.9	69.2	68.2	72.3
Chemistry	66.0	71.4	72.1	71.9
Community and Family Studies	74.9	73.0	70.7	75.4
English (Advanced)	78.8	79.3	77.6	77.3
English (Standard)	67.9	67.6	65.6	66.3
Food Technology	71.0	71.0	69.3	75.6
French Beginners	76.7	72.6	75.3	71.6
Industrial Technology	71.7	67.2	64.8	74.2
Legal Studies	74.2	73.3	72.1	68.2
Mathematics	71.1	74.3	73.2	69.2
Mathematics General 2	66.1	66.1	63.6	67.3
Modern History	70.8	70.5	69.6	71.6
Personal Development Health and Physical Education	64.8	68.0	67.7	67.9
Physics	67.6	69.8	70.4	70.3
Senior Science	67.6	69.1	68.3	71.8
Society and Culture	84.2	76.9	76.4	81.9
Visual Arts	83.3	78.7	77.7	83.8

At Colo HS students were offered a broad range of subjects from which to construct their Preliminary HSC and HSC pattern of studies. In the 2017 HSC there were 23 subjects that were deemed statistically viable for analysis. Of these courses 56.5% scored above State average, 26% scored above SSSG and 34.7% scored above their School pattern which is gauged from 2013–2017.

Parent/caregiver, student, teacher satisfaction

Parents, students and staff again completed the Department of Education 'Tell them from Me' survey. This will be completed again in 2018.

A school developed parent, student survey was completed by 158 families to inform the 2018–20 School Plan.

Policy requirements

Aboriginal education

Colo High School has 40 students identified as Aboriginal and Torres Strait Islander.

The attendance rate for our Aboriginal and Torres Strait Islander students improved significantly in 2017. There are many programs that have been implemented to educate students on culture, history and contemporary Aboriginal Australia.

Kirinari Roll Call

Kirinari Roll Call for ATSI students continued in 2017 with a very productive year. Under the guidance of Mr Pullen and Ms Rossetto, the vertical streaming of stage 4, 5 and 6 fostered a positive and inclusive environment. The roll call was a basis for other programs such as AIME, and Bush tucker café. During focus time, students were encouraged to work on literacy and numeracy activities to improve their achievement. Furthermore they were encouraged to complete home and work on assessment tasks. Once a week students undertook a 'Cultural' lesson in which students looked at the colonisation story from different perspectives. These activities allowed the students to engage with their cultural heritage and explore who they are as Aboriginals.

Allowah Day

Allowah day was celebrated in Term 1. Every school in the Hawkesbury joined together for a festival celebrating what it meant to be Indigenous. It was a fun day where students completed arts and crafts, listened to elders and took part in a picnic.

AIME

Australian Indigenous Mentoring Experience (AIME) was implanted successfully in 2017. The program assisted 30 students to engage with University life. The program mentors students on ideas around Aboriginality, respect, racism, resilience, balancing life and study and jobs for the future. This program has been successful in helping students gain acceptance

into University. Three out of four year 12 students gained an acceptance into University.

Student Tutoring

Student tutoring continued in 2017. The program provided targeted support for Aboriginal students to accelerate with their education. The focus of the program was to provide learning assistance in the key areas of literacy and numeracy in order that it may engage with the educational outcomes of the ATSI students. The process of the development of each student's PLP (Personalised Learning Plan) was highly inclusive in that both the student, the parents/carers and the in-school mentor team were involved in the creation, monitoring and evaluation of said PLPs. The main aspects that the PLPs had in common were plans to improve literacy, numeracy and employment opportunities.

The Urban Challenge

In 2017, we again participated our additional Urban Challenge. The Urban Challenge was a team building exercise that took students on a scavenger hunt around the city of Sydney. Students found this a very rewarding experience because they were able to use their problem solving skills to overcome obstacles. Students enjoyed it so much that they wanted to take part in it again.

Multicultural and anti-racism education

At Colo High School the cultural diversity of our nation and local community is acknowledged and celebrated within the classroom inline with NESAs and Department of Education policies and curricula requirements. Additionally, we engage with and highlight different cultural groups in extracurricular activities which include reciprocal visits from our sister schools in Japan, our biennial study tours to France, Belgium and Italy (with Germany included as a destination in place of France from 2019), the annual festivities at our unique school function known throughout the community as Spirit Week.

Antiracism education is taught in our classrooms and we make every effort to ensure our school is free from discrimination. Our antiracism contact officer assists any member of the school community. Our school Wellbeing team, which is made up of students and staff, encourage safe and respectful behaviours at all times across the entire school site. Our programs encompass a wide variety of antibullying strategies and schoolwide promotional activities.

These proactive strategies contribute to an inclusive social and learning environment where everyone is considered a valued member of the school. Our Anti bullying Plan includes protection, prevention, early intervention and response strategies for student bullying.

Other school programs

Student Representative Council:

The Student Representative Council (SRC) maintains a high profile throughout the school. In this capacity, they work tirelessly to promote the views of the student body to the Executive, chair student centred forums and host Formal Assemblies, raise funds for local and national charities, act as ambassadors at local youth forums, as well as coordinating our highly successful Spirit Week celebrations. Another very important role of the SRC is to represent Colo High School in community service activities including ANZAC Day, the Vietnam Veterans and Police Commemorative services and Remembrance Day. In 2017, the SRC had 59 members who worked together to achieve common goals that would benefit their peers. Through our annual Spirit Week activities, the SRC raised \$3,400.00 for our chosen charities: Hawkesbury Animal Companion Shelter (\$1,200.00), Mission Australia (\$1,200.00) and The Heart Foundation (\$1,000.00). The SRC continues to be a vital component of school life at our school and will continue to proudly work on behalf of all students in the future.

Vocational Education Program

TVET Year 11

TAFE Delivered TVET Courses

Originally 33 students placed Expressions of Interest in TVET courses. However, 14 students attended Preliminary courses at Western Sydney Institute TAFE TVET courses.

As in the previous year there was an increased interest in these courses: Jackaroo/Jillaroo course (4 students), Human Services – Nursing (4 students), and, Animal Studies (4 students).

1 student gained a traineeship in Early Childhood with WSU Early Learning Ltd prior to finishing the TVET course.

NSW Health (Nepean Hospital) Delivered Courses

1 student was invited to attend NSW Health (Nepean Hospital) to complete Human Services – Nursing

Whitehouse Institute

2 students enrolled at Whitehouse Institute to undertake Interior Design as part of their HSC

TVET Year 12

6 students continued their TVET course from 2016 and 1 student completed Whitehouse Institute in Interior Design with Distinction.

UAC and Other Tertiary Admissions

One student achieved the Western Sydney University Dean's Scholarship(\$20,000) and will be studying Zoology. The 2017 Year 12 cohort achieved 82 offers from 52 applications into university undergraduate degrees based on their university preferences. The range of selections was more diverse than in previous years ranging from Food Security to Property Economics. Student preferences showed a dramatic shift back to WSU (25% in 2016) and a greater variety of choices spread over regional institutions such as University of Canberra for science-based degrees, and specialized metropolitan universities such as SAE and Torrens. They included:

WSU – 51.2%, MAC – 7.31%, UOC – 7.31, UTS – 6.9%, UNE – 3.6%, CSU – 3.6%, ACU – 3.6%, UOW – 3.6%, SAE – 3.6%, USYD – 2.4%, UNSW – 2.4% TORRENS – 2.4, ANU – 1.2%. In addition to successfully taking up these tertiary offers we had 4 students gained direct Early Entry to the University of Notre Dame.

Work Experience

Students participate in a weeklong Work Experience programs which assists them to formulate their career paths and decide on their senior studies pathways. Additionally it helps students to build experience, confidence, and community connections while enhancing their communication, time management, networking, organizational and job-seeking skills. Approximately 85% of work experience was hosted within the regional Hawkesbury community while 3 students undertook 'Away From Home' Work Experience. Overall our students covered a wide range of potential career experiences but carpentry and construction (males) appear to be the most popular followed by Primary School teaching, Early Child Care (mostly females), and Veterinary Nursing (males and females).

Overall students attended 120 work experience placements with 57% boys and 43% girls attending 82 different employers, 13% of whom achieved success in attaining career opportunities directly from their work experience placements. These included: 24 Apprenticeships, 16 fulltime work positions, 5 Trainee ships, 12 continued to full time TAFE study and 2 to Private colleges

Industry programs

Work experience also included a number of students who were selected through competitive application processes including: 4 to the Australian Defense Force 'Work Experience Program', 4 to Nepean-Blue Mountains 'Health Inspirations' at Nepean Hospital, 1 to NSW Police at the Penrith Station and 1 to Taronga Zoo. One group of twenty students ranging from Year 9 to 11 completed onsite White Card courses in preparation for work experience/placement in the Building and Construction industry in 2018.

Transition Programs

In 2017 three students attended and successfully completed their optional transition programs at WSTEC Links to Learning – McGraths Hill. The students also attended Youth Engagement Strategy(Y.E.S.) and all made successful transitions to TAFE. This program works with students, parents, community agencies and employers to assist students in their transition into further fulltime study or employment at the end of Year 10Rosa, Preliminary Certificate or the Higher School Certificate.

Two successful in-house sessions of Future Aspirations & Realities Work Ready programs were run in Semesters 1 and 2 to develop work skills and ready students for work experience.

2017 SPORT

At Macquarie Zone, Colo High School once again dominated in Cross Country and athletics and third in Swimming.

These results could not have been possible without the dedication and grit of our young athletes. At Colo High School the number of students representing at the CHS level has steadily increased.

Colo HS had a very successful year with 44 students representing Sydney West in the following sports: softball (2), Tennis (2) Hockey (1), Rugby (1), AFL (1) Soccer (2), Swimming (9), Cross-Country (13), Athletics (10) and triathlon (3).

Our school carnivals this year took an interesting turn. IN 2017 the winning houses spread across all three carnivals, with the following triumphant Hosues: Hawks in Swimming and Athletics and Falcons in Cross-country.

In 2017 Colo High School again made impressive showings at Macquarie Cup events, with representatives competing in Soccer, Netball, Basketball and Touch Football. Many of these students were selected into Macquarie Zone teams who then competed at Sydney West.

Colo also enjoyed phenomenal success in the knockout competitions this year, with our girls soccer, boys rugby and boys tennis teams all making it through to the finals of the state knockout competition. Our Boys' Rugby team were also victorious in the Penrith District Rugby Competition.

Colo HS has a long and illustrious tradition of exemplary sporting greats and 2017 was no different. The following outstanding sports-people deserve individual mention. Sportsman of the Year – James Lloyd-Martin, Sportswoman of the Year – Kandra Lamb, recipient of the Pierre de Coubertin award – Mackenzie Baldwin, In2Motion All-Rounder – Lauren Ryan, Caltex All-rounder – Lachlan Plew and Premiers Sporting Challenge – Holly Henderson.

